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ABSTRACT

Held in London in 1980, a series of three seminars entitled "Training for Work with Under Fives" was organized, followed in 1981 by a conference on the same topic. The object of these meetings was to obtain information about and to examine issues relating to the various teacher training courses in existence. Seminars dealt with major national training courses for work with children under 5 years of age, social work and other related training, training schemes set up by voluntary organizations, and the relationship between training and the provision of statutory and other services for children under 5. Papers presented at the conference went on to look at the fragmentation of services for children under 5 and the implications of this situation for training and to outline some experiments in joint training schemes and collaboration course planning. All papers presented at both the seminars and the final conference are summarized in the present document. Several issues raised by the talks and in discussion are set out in a separate section, and conclusions drawn from the seminars are listed. Appended are notes on courses not included in the seminars and a bibliography of recent publications concerned with training for work with children under 5. (RH)

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Training for Work with Under Fives

A Report of Seminars held 1980/81 under the Chairmanship of Lady Plowden

Compiled by
Mary Monk-Jones

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Voluntary Organisations Liaison Council for Under Fives

Training for Work with Under Fives

A Report on a series of Seminars and a Conference held in 1980/81 under the auspices of VOLCUF

Compiled by
Mary Monk-Jones

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Voluntary Organisations Liaison Council for Under Fives

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On behalf of VOLCUF I would like to thank all our speakers, whose papers are summarised here, for their invaluable contributions to the seminars and final conference, and also the many organisations and individuals who attended and participated so constructively in the discussions (a complete list of these is given in Appendix III). I would also like to thank the members of the VOLCUF Working Party who have guided the preparation of this Report — Betty Osborn (National Campaign for Nursery Education — Chairman), Peg Belson (National Association for the Welfare of Children in Hospital), Doris Cowcher (VOLCUF) and Pam Gibbons (Invalid Children's Aid Association) — together with Elsa Dicks, VOLCUF's Co-ordinator, who prepared the initial summaries of the talks and first set out the issues to be drawn from them. We are very specially indebted to Save the Children who generously granted Mary Monk-Jones the time to put the Report together, and to Barnardo's who with equal generosity printed it. And finally, our thanks to Mary Monk-Jones herself for undertaking the editorial task, and to Elizabeth Beddoe for typing the Report.

Bridget Plowden
Chairman
Voluntary Organisations Liaison Council for Under Fives

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Introduction

VOLCUF — Voluntary Organisations Liaison Council for Under Fives — represents a substantial number of national and local organisations active in the pre-school field. Representatives from these came together informally in 1976, following a series of seminars intiated by Lady Plowden to explore in the first instance the possibilities of devising a national policy for children under five years old. This group has continued — and expanded — as a loose federation of voluntary bodies and individuals together representing a wide variety of views but all committed to work with under fives. It is concerned to find common ground — and also to explore differences; to share knowledge and exchange views; and to promote the welfare, health and education of children under fives and their families. VOLCUF is constantly re-appraising its role to ensure its continuing relevance in the changing world of work with under fives.

One way in which it tries to forward its aims is by highlighting current issues relating to under fives so that these may at least be considered and examined through debate by those at all levels who have responsibility and care for this age group.

As far back as 1976, shortly after its inception, VOLCUF issued a Discussion Paper on the Under Fives. It was reprinted in its entirety in the Local Authority Associations' Study *'Under Fives'* (1977). This paper set out a range of issues which VOLCUF's members felt were fundamental to any thinking about provision for the under fives, issues which would have to be fully thought through if ever an attempt to develop a national policy for under fives should become desirable or possible. This publication stimulated much discussion, not only within VOLCUF itself but also in and with other bodies including Local Authorities and Government Departments. It expressed a wide diversity of views on most of the topics it raised, not least on the subject of training. But it did express the general concern felt about training at that time:

> '..... that people working with under fives need to be adequately prepared for the job, that existing training schemes leave something to be desired, and that suitable and mature candidates are not forthcoming. Other people affirm the value of the contribution of the ordinary person and mother who might be deterred by professional training... it would seem useful for the voluntary organisations to continue to discuss ideas on this issue as it concerns them all so deeply.... The important thing is to make the provision and see training as a priority for those who seek it.'

Ever since 1976 training has remained a priority for VOLCUF, and in 1980 it became possible to make it the focus for the year's work. A series of three seminars on 'Training for Work with Under Fives' was set up, followed by a conference on the subject in 1981. The object was to obtain information about the various courses that existed and to examine some of the issues that they raised, in the hope of extending knowledge and intiating discussion and, perhaps, new thinking amongst voluntary organisations and others. The seminars were held in London, under the chairmanship of Lady Plowden, on 23rd June, 15th September and 17th October 1980 at the Thomas Coram Foundation, Brunswick Square. They covered major national training courses for work with under fives, social work and other related training, training schemes set up by voluntary organisations and the relationship between training and the providing of statutory and other services for under fives. The conference in which the series culminated was held in April 1981 at Friends' House in London and examined possibilities for the future.

Together these seminars and the conference formed the first of a projected series of similarly linked seminars designed to gather and share information on a topic of major importance in the care of under fives and to draw out some of the main questions and considerations to which it gives rise.

Speakers at the seminars described the training course they were involved with. Between them they represented a wide range of different approaches and viewpoints.

The final papers, presented at the conference, moved on to look at the fragmentation of services for under fives and its implications for training, and the outlining of some experiments in joint training schemes and collaboration in the planning of courses, each of which might provide indications of a possible way forward for the future.

All the papers presented at both the seminars and the final conference are reported here in summary.

It was not possible to include every type of training. Courses for staff working with under fives in residential care were not covered. Neither was training for medical and nursing staff for whom the under-fives component in the present training tends, by and large, to be a very small part of the syllabus. Nevertheless the training of nurses, SRCNs and paramedicals is highly relevant, and should not be forgotten when training for work with under fives is being discussed. Brief notes on some of the courses which had to be omitted from the seminars are given in Appendix I.

Again, though papers were given on some of the pilot courses that are currently exploring new ground — for example, the Roehampton

Institute Diploma in Early Childhood Studies with its concern to foster inter-disciplinary understanding — others were not covered. Some of these, like COPE's courses for Family Group and Play Leaders and the University of Bristol's very new multi-professional course on Day Care and Work with Families of Young Children are similarly noted briefly in Appendix I.

In March 1980, at the Conference of the Organisation for Economic Co-operation and Development (OECD) in Paris, the Director of the Centre for Educational Research and Innovation had put forward three points which he believed should underlie any policy for children. In opening the first seminar Lady Plowden re-stated these:

a) the need for flexibility and diversity;

b) de-centralisation so that parents and children can participate;

c) no imposition on parents and children of any one best way.

These, she said, were points fundamental to any reappraisal of training in the 1980s. And in fact these points re-emerged in many of the discussions that took place at the seminars.

As they ran their course areas of common ground emerged; but there were also, not surprisingly, very considerable divergences in the aims, emphasis and underlying philosophies in the various trainings and viewpoints presented. And even greater diversity — more than had been expected — was expressed in the points made from the floor during the discussion sessions and the very lively exchanges of view that took place. In its first discussion document five years ago VOLCUF had put forward the possibility of some sort of integrated training, and it was intitially hoped that the present seminars might open up a way for developing this further. But in view of the divergence in aims among existing courses and the very wide variety of types of course, such as a move did not appear possible at the present time, though it became a recurring theme of the seminars.

Indeed, in view of the difference in philosophy and general approach in all aspects of training for work with under fives, there could be no question of any firm conclusions or recommendations arising from the seminars. What did emerge was a fuller appreciation of the complexity of the whole filed, and the identification of a number of important issues that clearly needed further consideration. An attempt has been made to draw out some of these issues in the section *Issues for Further Consideration* as they arose both from the talks themselves and from the discussion sessions (the discussions themselves have not been recorded in this Report).

A final section very briefly summarises conclusions which the VOLCUF Working Party on Training drew from the series of seminars and conference.

The sort of training that people working with under fives acquire directly affects the lives of the children in their care: it is not a matter to be set about lightly. Yet it is by no means easy to discover the facts and assess the merits of the courses that are available because there are so many of them and they are of such a bewildering variety. Nor is it easy at once to appreciate the implications of this great variety. It was therefore felt that the information and some of the thinking that emerged from the seminars might usefully be made available in published form, not only to those who attended the seminars but also for circulation more widely to the many others — government departments, politicians, local councils, voluntary organisations, colleges of further and of adult education, and individuals (professional, non-professional, parents) — who in one way or another have an interest in training for work with under fives, and who need to give thought to its future. For this reason this Report has been prepared. It is intended to be a discussion document.

It is hoped that the information it contains and the issues that are raised will stimulate the wide-ranging discussion about training for work with under fives that is now so clearly needed. People at every level of involvement with under fives need to think about their positions on training so that action for the future can be undertaken on the basis of sound knowledge and understanding VOLCUF's own part is to forward the preliminary and essential debate without which no real step forward can be taken.

Training for Work with Under Fives

SEMINAR I

The National Nursery Examination Board (NNEB)

Michael Stanton Chief Executive, NNEB
Janet Cornwell Tutor, Croydon College

The National Nursery Examination Board was set up in 1945 to draw together the bodies responsible for existing nursery training courses. The board* now consists of 20 nominees of organisations with a majority interest in either training or services to young children. It is a self-financing educational trust, drawing income from examination fees. It is responsible for the syllabus of courses leading up to the NNEB examination. The training covers two years, students spending 60% of their time in college and 40% in practical placements. About 5,000 Nursery Nurses are prepared each year in 146 courses for a wide range of jobs — in nursery classes, schools, day nurseries, air-lines; in the statutory, voluntary and commercial fields; and in private work (work as nannies now provides the largest single area of employment for newly qualified students).

About 40 students attend the NNEB course at Croydon College each year, drawn from a wide area of Surrey. They are selected for their enthusiasm for working with children, and for firm predictions of two 'O' level passes (including English). Sometimes problems could arise when students proved to be inflexible and overidealistic.

Tutors stress the need for self-discipline in keeping course assignments; and they arrange a variety of placements for students in day nurseries, children's homes, nursery schools and classes. Two weeks are spent in maternity units and time is allotted for work with handicapped children and others with special needs. The academic course includes social studies and current affairs and discussions with staff employed in services as well as non-vocational sessions in puppetry, drama, cookery and music. The course is designed to enable NNEBs to work with children in such a way as to give them freedom to grow,

* This is the composition of the new board, set up since this talk was given, according to the recommendations of the NNEB Panel of Training.

freedom from sickness, poverty and other problems, and to help them to be happy. Students are therefore trained to be enablers and guardians. Their training would be much enhanced in future if there were agreed sets of objectives for under fives, provision for every parent and child, and many more further training opportunities.

Training for Work in Nursery Education

The Basic Content, Philosophy and Rationale

Gwynedd Mason (now Sooke) Lecturer, Kingston Polytechnic

Many people — parents and various other adults including professional workers — are involved with the education of young children, and nursery education covers a confusingly wide field. It is the formally recognised training of teachers of children under five that is now under discussion.

This training has been shaped by past educational thinkers, by the constraints and the opportunities of the education system, by the influence of psychoanalytic and development studies and the social sciences, and by perceptions of present need. Teachers training courses are provided by Colleges of Education and by some Polytechinics.

Traditionally the three elements of a teacher's training are a main subject, educational theory, and practice teaching. Training for teaching solely children under five has never been recognised: the most specialised courses cover the age-range 3-8. These take three years and cover a subject study, early childhood education — including learning processes, family and social influences on early childhood provision, and contemporary issues in early childhood education — and finally practical experience and the linking of theory with practice, which is pivotal to the course.

The aim of teacher training for the youngest age groups is to produce teachers not only with relevant knowledge and skills but also with the understanding to make the necessary modification of personal response to children, the ability to interact with parents and others including other professional workers, the knowledge to be able to explain the bases of their decisions and their practice to others and an understanding of inter-personal relationships. Through their knowledge they should be able to act as models for others, develop strategies for their children's development, take part in curriculum innovation and development, and develop the community links that stem from their schools.

Looking ahead, nursery school teachers might become responsible not only for running classes but for developing programmes outside schools, and for serving as consultants for a network of, for example, playgroups, day care and parent education schemes. Opportunities for teachers to study jointly with, for example, social workers, would enhance their sensitivity to social changes, and the possibility of some linking with other training courses should be explored.

In addition to the challenge presented by interaction of this sort, there is a need for teachers to participate in reasearch projects and to respond to research evidence as it emerges. Their training should equip them with the tools for evaluation, and also for innovation, so that they can first assess and then make use of themselves and enable those working in co-operation with them to use information and insights which come from current investigations.

It is the special knowledge and skills of the nursery teacher which lie at the centre of educational advance for the under fives.

NAMCW Courses

(National Association for Maternal and Child Welfare)

Lady Limerick President, NAMCW
Leonora Pitcairn Education Officer (now ret'd.), NAMCW

Membership of the National Association for Maternal and Child Welfare includes Area Health Authorities, Education and Social Services Departments and voluntary organisations. Its purpose is to promote understanding of the total needs of the family in the community, especially in the early days of childhood, and to foster the self development of students and contribute to their understanding of personal relationships as well as the needs of children.

Courses were first devised at the time of World War I and consisted of two Basic and Part I General Courses. General Courses Parts II and III were added in 1970.

Basic and Part I General Courses are for boys and girls in schools, and prepare students for both parenthood and citizenship. Parts II and III are prepared for young people over 16 in further education colleges to provide background for other professional work — e.g. for nurses, police, social workers — and as preparation for work with children. There are no formal entry requirements beyond good average intelligence and ability, and courses are therefore open to those without 'O' levels. Teachers, tutors and health educators follow the NAMCW syllabus very closely if they are preparing students for the NAMCW examinations, or they use them as guidelines for courses not leading to

the examinations. The NAMCW runs an advisory service for those who are teaching their courses.

In 1980 2,100 candidates took Part I, and 340 Part II and Part III and these would be eligible for the NAMCW Final Certificate. NAMCW wants recognition for this certificate. Certainly those who complete Parts I, II and III and gain the NAMCW Final Certificate go into positions similar to those open to NNEBs and command similar salaries.

As well as basic coverage of human development, courses go in some depth into differing family and cultural patterns, and community studies. Students are equipped to assess and meet needs of children, and to work responsibly as part of a team. Much emphasis is laid on practical work which is organsised so as to benefit both the student and the community.

SEMINAR II

Certificate in Social Services (CSS)

Hugh Barr Assistant Director, Central Council for Education and Training in Social Work
June Thornton Lecturer, University of East Anglia

Since the development of five pilot courses in 1974-1975 training for the Certificate in Social Services (CSS) is now available over most of the United Kingdom (except south and west Wales). It provides a flexible system of training for a wide range of occupational groups within the social services, who are able to follow different study paths according to general and specific needs. Entrance requirements are generally non-academic. People who have working experience and are currently employed by statutory social services or voluntary agencies are eligible. It is a course which students follow while remaining in employment.

Over a period of 2-3 years each student takes:

1. The Common Unit
2. The Standard Option — with a focus on a particular client group.
3. The Special Option — with a focus on the needs and work situation of the individual student.

The course consists of college study, project work, study in the place of employment, and private study. One special feature is the joint planning and management of courses by employers and colleges, who then submit proposals for approval to the Central Council for Education and Training in Social Work (CCETSW). Much depends on the study supervisors engaged by employing authorities to co-ordinate study at college and work place. Assessment is continuous. Of the annual intake of 1,000 (one third of these holding the Certificate of Qualification in Social Work (CQSW) about 9.4% come from voluntary organisations.

Essentially CSS is geared to those with a broad social service interest rather than concerning itself with just one category of work or one age group. It can be seen as either a basic training or as a conversion course. Because of its practical base it enables many to study who would not otherwise have done so; and in bringing together students from a wide range of different working backgrounds, age and experience, especially in the small mixed study groups, it fosters a valuable appreciation of other people's roles and tasks. The course provides for

the needs of the consumer as well as of the student. At the same time problems can arise when students are having to slip in and out of the student role; or when, back in the work situation, they feel frustration if, as can happen, they are faced with a lack of resources or unimaginative leadership which prevents their implementing new ideas. CSS is not an easy option for students; nor is it for employers, who have to make a lengthy commitment and find adequate substitutes for staff who are released for courses.

Diploma in Early Childhood Studies

Roehampton Institute

With Reference to Multi-Professional Co-ordination and Training.

Gregory Condry Lecturer, Roehampton Institute

The Diploma is a two-year part-time course taken at Froebel College in the evenings and in short blocks by a range of professionals concerned with the young child. It began in 1979 in the context of moves towards co-ordination of the diverse services for under fives and an increase in the number of posts which required a broader approach across the range of services than any one specialist course provided. VOLCUF had been a source of considerable support while the course was being developed. Entrance requirements are a professional qualification (broadly interpreted), two years' working experience, and evidence of the ability to study in depth.

The course aims to be exploratory, to find ways in which those from different professions can work together, develop team approaches and extend personal insights, knowledge and skills from private or shared study. It links theoretical approaches and practical experience.

Students spend one evening a week at the College, and a fortnight each year in full-time field work which is planned so that many may both experience and observe the working situations of other professionals in the under-fives field, and also appreciate the opportunities and constraints that exist for co-operation. Social policy is studied and students build on their knowledge of fundamental topics like child development by studying carefully selected issues of common concern and current interest, such as mother-child relationships, and by familiarising themselves with research. Principles and practice in the services for under fives are studied. Tutorials are arranged in small groups. Assessment is made on the basis of course work and a three-hour examination. Professor Neville Butler is the External Assessor

Church of England Children's Society

Tony Cox Training Officer, Church of England Children's Society

The Society has been active for a hundred years. It is responsible for residential homes for children of mixed ages and a limited day care provision which is increasingly specialised, for example work with handicapped children, and it is an adoption society.

The nature of its work, and the training needs of its staff have been affected by recent trends such as the reduction in numbers of children in residential care, restriction of opportunities to work with specific age-groups such as under fives, the recognised limitations of institutional day care, and an expansion of fostering and informal day care with childminders. In 1970 half the children in residential care were under five, but now the figure is 6%; less than 90 day care places are available.

The Society used to offer practical training for residential NNEB students. It has now closed its hostel, but offers placements to 100 external students on Certificate of Qualifications in Social Work, CSS, Preliminary Certificate in Social Care (PCSC) and NNEB courses.

Most of the staff it employs are professionally qualified, and each year 30 are offered secondment or released for CQSW and CSS courses, following two-week induction courses and two years' working experience. On-site training is provided for workers in the Society's units, the whole complement of staff being included in the programme. The aim is to deepen insights, extend skills and help staff to remain flexible in the face of change. Staff who have been with the Society for a long period with under fives, now work with teenagers. The changes in emphasis and in arenas of work — now much more with families and the community — require more flexible ways of working, and reorientation in training. Financial restrictions and loss of revenue from Local Authorities, together with reduced take-up of places in homes and centres, have severly limited the pioneering work begun in day care and oblige the Society to seek different kinds of partnerships with Local Authorities and the community.

In principle the training opportunities offered by the Society are open to members of other organisations, as well as to its own staff. It actively seeks to provide training resources for groups such as childminders, and it trains its own volunteers.

National Children's Home (NCH)

Stanley Dean Training Officer, National Children's Home

The NCH has just one residential home for under fives; and there are a further small number in special groups for young children who have suffered non-accidental injury. Three per cent of the under fives in the care of the NCH are in residential units, usually for a mixed age-range, but where possible children are cared for in their own or adoptive homes, or are supported through 13 Family Centres. A nationwide Family Network phone-in system has been set up and other resources are drawn on in providing support for families and for parent groups.

Training is based on a principle, dating back to 1981, that an individual plan be prepared for each child. As staff are now also required to work with the parents and meet their needs as well, this too is covered in the training. Three-month induction courses are offered to new NCH staff at the Staff College at Highbury, and those with the Preliminary Certificate in Social Care (PCSC) or the NNEB Certificate are encouraged to take CSS or CQSW courses after two years' work. It is difficult, however, to find numbers of staff willing to commit themselves to CSS training which involves two years' work, two to three years' study, and then two further years' work with the same employer. In-service training courses are offered and opportunities for special and individual study will be devloped when the College becomes a Centre for the Study of Child Care Practice. At present training opportunities at NCH are for its own staff or for volunteers, especially those involved in the Family Network Scheme.

National Society for the Prevention of Cruelty to Children (NSPCC)

Beryl Day Training Officer, NSPCC

The Society offers a community-based service to children and families referred for help; about a third of referrals are of children under five. In 1962 the NSPCC Training School was established to enable professionals to carry out the Society's aims in relation to the child who is seen as the client and who has to be protected. The school trains people to work with children who are at risk of physical injury, emotional abuse and physical and emotional neglect, and offers four-week, four-month, six-month, and one-year courses, as well as day courses in 17 student centres. Courses are often arranged in co-operation with other organisations, for example the Pre-school Playgroups Association and

are open to staff of statutory and voluntary agencies and students from overseas.

NSPCC courses add to the knowledge and skills of professionally qualified social workers who are often not prepared for facing work with a child with problems.

Training aims to promote students' commitment to the child, to develop understanding of and use of personal emotions to facilitate communication, to ease the anxieties that are generated for staff working with children in high risk situations, prepare them to work with professionals from other disciplines and to cope with the social and legal framework within which their work is carried out. Although the Society does not at present use many volunteers in therapeutic centres and playgroups it has been commissioned to explore ways of using them and will therefore consider also their training needs.

SEMINAR III

National Childminding Association

Marje Paling Treasurer, National Childminding Association

The National Childminding Association Training Committee is concerned with minders and people working with minders — with their needs for factual information and for opportunities to share their experiences and to develop themselves as individuals. The Association is only three years old and is not primarily a training organisation. It had found the word 'training' to be off-putting to people who felt that they were already doing a good job. Training is seen as part of a wider support system, and as such is approached in three stages:

1. Introductory courses of 6-8 sessions, preferably prior to registration, offer basic factual information on what to charge, how to find children, speaking with parents about the business side of minding.
2. Continuing support is arranged through regular contact in group meetings, often with play facilities organised for minders' children and with discussions, visiting speakers and practical sessions according to the needs of the particular group.
3. More structured and specialised courses could be introduced when interest in training deepens. Then common ground with other organisations could be identified; courses like the PPA courses are valuable, with the one reservation that they do not consider working mothers.

Certificates of attendance are appropriate and welcomed by minders.

Registration of minders is an important issue: it is felt by many that registration should be seen as certification of competence. Wastage is another issue in training, as many minders work only for the short time that their own children need company, and in some areas turn-over rates in minding are as high as 50%.

Pre-School Playgroups Association (PPA)

Sheila Stone Training and Development Officer, Pre-school Playgroups Association, Exeter

PPA, now in its 18th year, is concerned to meet the needs of children through support to parents. Most of the students on its many courses

are parents building on to their own considerable knowledge. The courses aim to support parents as parents, improve practice in playgroups, and providek support for people working in the playgroup movement. The range, variety and availability of courses differs considerably from area to area, and reflect changing demands of students. The pattern of courses includes:

1. One-day practical workshops
2. Introductory or 'doorstep' courses of four to six informal meetings about play
3. Playgroup courses from ten weeks to a year, either single evening or whole day weekly sessions on playgroup activities and organisation
4. Foundation courses based on PPA national guidelines covering a) the family and the child, b) the child in the playgroup, c) the playgroup in the community. The courses are run one day a week for a year (120 hours) for students from local playgroups
5. Fieldwork courses at county, regional and national level offer opportunities for further learning and development of skills for a variety of people within the playgroup movement, including advisers and tutors.

It has been found that the siting of courses is vital: people will not attend courses which are outside the area they normally cover in their daily life. Methods are based on group discussions and practical sessions. Tutors are 'home-grown' with experience of the playgroup movement and the special balance of skills in working with adults and children that playgroups promote. Costs of courses vary from region to region and according to which type of body — Further Education, Adult Education, Extra-Mural, W.E.A. — sponsors them, but might typically be about £7.50 for ten two-hour sessions in the south west. The system relies on a structure of branch, county, regional and national support and is refreshed by the constant movement of people in and out of playgroups.

National Childbirth Trust (NCT)

Valerie Leggat: Chairman, Teachers Panel Committee, National Childbirth Trust
Sheila Roberts Ante-natal Teacher and Member of the Teachers Panel Committee, National Childbirth Trust

The Trust is now 24 years old and is concerned both for education for birth and education for parenthood. Five years ago training for teachers of parents was started and was essentially an individual

tutorial system, with students working at their own pace on the following requirements:

1. Observation of two complete courses
2. Two weekend seminars at headquarters
3. Reading
4. Teaching plans
5. Essays for assessment

The reading from basic textbooks in training covers a wide range of knowledge and skills and includes working with groups, foetal development, female biology and development, techniques used to reduce stress, breast feeding, family life, depression and sources of help in the community.

No single professional skill is required for acceptance on the course, and those with previous training have often found that they had to 'unlearn' certain professional attitudes. After registration at headquarters as a teacher, and three years' practice, teachers can apply to become a tutor. There are now some 35 tutors spread nationally (two in the London area) who could take about 8-10 students each at a time. Costs of the courses are minimal apart from books and travel and occasional seminar fees.

NCT Post-natal Support Workers operate on a mother-to-mother basis in the community and are not trained, but a central Post-natal Support Committee co-ordinates their work. Some of the issues in training are concerned with relationships with the medical services and professionals. The Trust aims to foster parents' ability to make choices and, where possible, to encourage doctors and nurses to consider parents' wishes. It relies on very good liaison work to build bridges between parents and the National Health Service. Relationships with Social Services Departments are under-developed but might be a focus of concern in the future.

A Local Authority View

Maurice Hawker Director of Social Services, Essex

Local Authority responsibilities for young children extend from day nurseries and playgroups and other pre-school facilities which the Authority registers to heavy involvement in residential care, fostering and adoption, and special care for some severely physically and mentally handicapped children in hospitals and day centres. Social Services Departments also supervise a considerable number of young children in families through their field social work force, with particular focus on those at risk of non-accidental injury.

These are the realities of Local Authorities' work, and in fact they have created a considerable body of expertise in the statutory setting which could and should be tapped by voluntary organisations interested, for example, in running training days. But in view of Local Authorities' wide-ranging responsiblities and the many financial and policy changes they have faced over recent years it is unrealistic for voluntary organisations to have generalised expectations of Social Services Departments. They would find it useful to consult the publications of CIPFA — the Chartered Institute for Public Finance and Accountancy — for Personal Social Services statistics, or obtain data from other sources on the level of local Authority Commitment. These show, for instance, that two authorities do not spend anything on pre-school play, and that four others don't spend anything on day nurseries: clearly no level of provision by local authorities may be assumed.

Most local authorities have training budgets and substantial in-service training programmes, mostly for professional and post-professional training. Over a period of time they have come to recognise, in relation to work in day nurseries, nursery schools, playgroups, childminding and so on, that there are issues and responsibilities which could be shared between organisations to their mutual benefit. Social Services Departments will always be concerned primarily with their responsibilities in law, and will see that their duties in respect, for example, of registration of premises are carefully discharged. But, in fact, in a period of financial restraint, local authorities might be more interested in working in association with voluntary organisations and acknowledging their expertise. Essex for example is co-operating with the NSPCC in one day nursery where NSPCC staff would be employed. Politically under fives are still popular, and it is accepted that there are too many small children in the care of local authorities who could manage easily in other settings, if only satisfactory alternatives were available.

Conference: Possibilities for the Future

Some Issues in Training for Work with Under Fives

Chairman's Introduction and Paper

Lady Plowden Chairman, Voluntary Organisations Liaison Council for Under Fives

The profusion of different kinds of training that exist, both professional and non-professional, each with its different underlying philosophy, is bewildering. Some focus entirely on the needs of the small child, others on the needs of the child in his family. Most prepare students for one particular form of work with under fives so that they cannot move easily into another kind of work setting. Restricted fields of work can be further limited by the training courses specifically devised for them, and developments such as study of a wider age range, work with families and co-operation with other professionals, can be inhibited.

There is a shortage of post-professional training in specialist areas and in the contribution made by other disciplines. This may be due to lack of funding; the cost effectiveness if all courses needs to be studied.

All training needs to be adaptable to social changes and to give students the flexibility to work with different age groups in various settings and in new ways as new needs arise. There have been some welcome experiments in multi-disciplinary training and many of us, believing a child is a child whatever his setting, had been hoping we might see a move towards some sort of integrated training for work with under fives. But it is clear from the papers delivered at our seminar* that the conceptual framework on which courses are based differs so much, and the variation between courses is so great that integration would not appear possible at present. However, perhaps there might be some schemes involving integration in a small way; for example in-service courses for work with families, post-professional work, and conversion courses to enable people to move from one kind of organisation to another.

In thinking about training we need also to seek out the points of agreement among the varying precepts underlying the different services and facilities, keeping current and changing social needs always in mind. Study of the adults who form a child's background must be

*i.e. the papers summarised here.

included, and links need to be developed between adult education and the early childhood field.

Fragmentation of Services

Implications for Training

Linda Challis Lecturer, University of Bath

The very fact of variety of training is itself a sympton of fragmentation and reflects the fundamental differences in services: differences in salaries, terms and conditions for staff, in rhetoric (e.g. 'care' or 'education'), methods of funding, lines of accountability, nature of statutory control, and so on. The differences in criteria for provision in, say, nursery education, day nurseries, childminding and playgroups are crucial. They lead, for example, to differences in admission procedures and policies on access by parents, which, combined with shortage of provision, can mean misplacement. The organisational complexity behind provision for under fives is staggering: three central government and up to nine local government departments, health and voluntary organisations, partnership committees — any of these may be included. This leads to problems for consumers, planners and providers.

Structural problems need structural solutions; they cannot be solved by training. Training — which can be undertaken from various motives — is recommended in numerous reports since the way people impinge on clients is affected by staff attitudes and these attitudes are thought to be affected by training. But attitudes come from personal idiosyncrasy and from the organisational setting and its expectations — which are stronger influences than training. As for change from without, the personal cost of change is enormous and almost everyone is happier to leave things as they are. During the recession almost no-one has under fives as a priority anyhow. Hope of change is therefore slight — but if any, it rests with a move from the bottom up.

It is possible to train people to swim against the tide, to persist with ideas, to be critical, to collect relevant information. They could learn what others do, examine critically the various types of provision and the possibilities for bringing them together, and be exposed to informal forms of care like childminding, playgroups, etc. Such a programme would be designed to reduce the isolation of services — for isolation renders the problems of the system invisible — and to enable people to be critical about the settings and procedures with which they work.

Combined Nursery Centres

Joint Provision and Possibilities for on-the-job Training
Elsa Ferri Senior Research Officer, National Children's Bureau

This talk is based in findings from the National Children's Bureau's research on combined nursery centres. These bring nursery education and full-day substitute care under one roof to avoid the damaging effects of the usual division between 'care' and 'education'. They have implications for training, which has to relate to a particular work setting. Integrated systems of training are ineffective for people entering services which conentrate on specific needs. People develop their working role within the framework of a specific system and tend not to question its underlying assumptions — its attitudes to children and to parents and the fundamental bases of services shown, for example, in allocation policies. Combined nursery centres have not fully succeeded in eradicating the long-established difference between 'education' and 'day care' for admission, and children in the centres are divided into two categories, those coming into day care being seen as 'social cases', thoses into education as being 'normal'.

Teachers in the centres studied enjoyed much more favourable conditions of service than the nursery nurses and this created understandable discontent. Clarification and agreement over work roles was often lacking, so conflict and tensions arose. These resulted in each staff group — care and education — becoming defensive and protective about the importance of its own role while revealing a narrow, uninformed view of the contribution made by the other. Bringing together the two groups of professionals in a new way needs a lot of rethinking, in respect not only of combined centres but also of other forms of nursery provision. Basic training courses could at least inculcate an awareness and appreciation of what other services and workers do.

For those trying to integrate or co-ordinate what they do there is a real need for in-service on-the-job training. Combined nursery centres are only one of many developments in the pre-school field which aim to provide a more comprehensive service and draw on a bigger range of skills. All those involved need training beyond their various professional qualifications, so that they understand the common elements in their own and their colleagues' work and are fully aware of the part played by others in this field. Only with such understanding will we be able to offer services which can respond flexibly and effectively to all the needs of our under fives.

Joint Approaches to Training in the Community

Examples of Innovation

Wyn Williams Lecturer, Open University

There is need to recognise the range of experience and situations involved in the field of under fives, and the implications of this for any training programmes. Such programmes must be flexible, geared to the needs of the individuals and groups concerned, and defined in collaboration with them.

I am currently involved, at the Open University, with three examples of community collaboration in the planning of a training course: a working party considering the development of a course or package of materials for those concerned with childminding; a review of the use made by professionals and para-professionals of the Open University Education short course materials; and a Van Leer Project for developing learning materials on parenting from taped discussions with groups of women from inner city areas and from the Western Isles.

The aim in planning the course for childminders, parents and child care workers was that the material should be decided by childminders. The topics selected by a group of minders showed their major concerns and priorities: health, child development, relationships, family problems, legal matters. In addition there was an examination of other relevant courses, research findings, and recommendations from the National Childminding Association. The resultant proposal is a model based on childminders' requirements incorporating 12 basic modules which can be treated at three different levels. It awaits funding before we can go ahead.

The Van Leer project set out to encourage groups of women to identify in group discussion those aspects of parenting which chiefly concerned them. Learning material was developed from the topics and referred back to the groups for comment — participants becoming increasingly critical and aware of the possibility of influencing both content and style.

Through experience, these methods of working ensure that issues of real concern to the community form the basis of new curricula, and that learning materials on these issues are expressed in the language of those who will use them.

It is important that those involved in community collaboration in training programmes share information. The knowledge and experience to ensure that the training programmes reflect community needs is there; VOLCUF could play a part in promoting awareness of

the need for support for a comprehensive plan for setting up such training programmes.

Joint Training in Health Visiting and Other Services

Beryl Reynolds Professional Adviser to the Council for the Education and Training of Health Visitors

Responsibility for the training of health visitors passed in 1962 from the Local Authorities to the Council for the Education and Training of Health Visitors. The Council insists that courses be based in colleges of higher or further education so that its students mix with students other than nurses. It recognises the need for inter-professional co-operation and believes that this is best promoted by professionals knowing and respecting the roles of each other from the beginning of training. Attendance is recommended at refresher courses every five years, and some of these, like the ones at Bristol and the North East London Polytechnic, are inter-disciplinary. A number of workshops and short courses are organised, often on a collaborative basis, with bodies such as CCETSW and the British Association of Counselling, to promote more multi-disciplinary activity. But there is not enough emphasis on involvement of clients as participators. However, a heartening development has been the forming of groups by health visitors to follow Open University courses on young children such as 'The First Year of Life' and 'The Pre-school Child'. Health visitors also nominate people for free places on the Open University.

Ultimately 'consultation is the most successful in-service training, particularly if it goes on continuously ... it is simply a change of attitude which alters the tenor of our communications, not necessarily the system'. (Ekke Kueunssberg)

Issues for Further Consideration

The talks that have been summarised in this document reveal some areas of common ground between the various types of training described, and very many differences. As noted in the Introduction, it had originally been hoped that the final conference, at which a substantial number of organisations was represented, might be in a position to put forward proposals for the development of some kind of integrated training and a common core of study for all workers with under fives. But the seminars showed how very great was the variety of training currently available and how different was the conceptual framework on which the various courses were based. It became clear that a diversity of views existed on almost every aspect of training for work with under fives. More questions were raised than were answered. It did not seem that the time was ripe yet for any concrete proposals for the future. However, the talks, the discussions to which they gave rise and the many questions that arose together led to the clear identification of a number of issues. It was felt that these were important and that they needed consideration before proposals for changes, or moves towards a more coherent system of training for work with under fives, could be made. Some of these issues, therefore, are set out below in the hope that they may provide a basis for the thorough reconsideration of training for work with under fives that is now needed.

Workers with Under Fives

Work with under fives becomes the responsibility, or part of the responsibility, of many different workers. There are full-time qualified staff like nursery nurses and teachers, each with their different specialised trainings; there are childminders who may or may not have attended a short induction course; there are workers from other disciplines, like social workers, who are often very closely involved in work with under fives, but whose training includes study of this age group only as a very small part of their course. A further group often left out of account are health care staff — nurses and health visitors and para-medical workers — who work with under fives but whose training, except for hospital playworkers and Registered Sick Children's Nurses, barely touches this age group, except of course from the purely medical standpoint. Volunteers, often with no formal training,

are increasingly working in pre-school provision. All need to be kept in mind when considering training for work with under fives.

There are, in fact, shrinking opportunities for training for work solely with under fives, and this was deplored.

Meanwhile, men as well as women are being encouraged into training, for example as NNEBs amd nursery school teachers, but poor money and entrenched attitudes, which look on working with children as 'playing with kids' are problems. But boys as well as girls take NAMCW course in school and as part of further training. Many more children, especially of one-parent families, could benefit from a father figure in the pre-school setting. Though it was agreed that employment of men in nurseries should not be urged for its own sake, an examination of male/female roles needs to be included in discussion of training; indeed, with today's greater emphasis on teaching about the family it cannot be avoided.

Different Types of Training

The main types of training for work with under fives were covered by the seminar speakers but it was recognised that it had not been possible to include them all. More information was still needed if a really comprehensive picture of the present training position was to be built up. All children under five have basically the same needs: yet the training of people to work with them varies enormously. The differences between one sort of training and another are governed largely by the type of setting in which the trainees are working or preparing to work. This inter-relatedness can have both damaging and beneficial effects.

A major difference in training arises from the separation of 'care' and 'education'. This reflects the division of responsibility between Government Departments — DHSS and DES — and is expressed particularly in the very different trainings of nursery nurses and nursery school teachers. It gives rise to an apparently arbitrary division of young children into 'social cases' (needing care) and 'normal children' (receiving education). The training of nursery nurses (care) and nursery school teachers (education) is geared to these two different approaches.

Yet from the point of view of the child and the family, the division between 'care' and 'education' does not exist; they are not and should not be separated. If this is accepted it has considerable implications for the underlying viewpoint in any training programme.

It was noted that the very term 'under five' misleadingly suggested that a child's development ceased at five. Some courses of training for work with under fives prepare students to work wholely within that

age group and cover the whole age range 0-5, while others, like teachers, are trained only to work with 3-5 year olds and upwards — but do not cover children under three at all.

The types of students and initial requirements for the different courses vary greatly, from children still at school taking NAMCH courses to social workers in employment; from 3 or 4 'A' levels or 5 'Os' plus experience required for those taking nursery teachers' training to 2 'O' levels for an NNEB course and no formal preliminary requirements at all for other courses.

Sometimes the difference between one course and another is a reflection of their initial stand-point. Those broadly concerned with education tend to focus on the developmental needs of the small child primarily from 3-5; others emphasise the needs of the child within his family. The emphasis in the NSPCC is on commitment to the child; in the CSS the focus of the under fives special option is on the needs of the individual student.

Training may be full time or part time, length varying from a single workshop to a week or thirty days or one year or three years of study and practice; for the CSS student there is a 3-4 year commitment in addition to the initial two years working before he or she is released for study. Similarly the content of courses varies a great deal; so does the proportion of time given to practical as compared with academic work. The NNEB requires 72 days' practical work per year (or 104 days over two years); NAMCW 40 days a year for two years; and nursery teachers spend 17 weeks (85 days) over three years on practice. The difficulty of finding placements to give experience of work with under-three-year-olds was noted.

Qualified students taking up work solely or largely concerned with under fives — the actual type of work being governed by the training they have had — will meet with very different conditions of service in their different institutions. It is extremely difficult to cross the barriers that separate the different branches of the care of under fives.

Experience shows that even combined nursery centres do not necessarily lead to a blending together of the 'care' and 'education' elements or an equal sharing of responsibilities and rewards by nursery nurses and teachers.

The Structural Framework and Organisation of Training

By the end of the final conference it had become clear that divisions and differences existed not only in training for work with under fives but throughout the under-fives field — between the various national and local government departments with their quite separate and different responsibilities; between statutory and voluntary bodies;

between these and the various co-ordinating groups, etc. There are the numerous different types of provision for under fives as well as different types of training. Provision and training are inter-related closely, in the way, for example, that trainings are designed to meet the requirements of particular services, and services develop according to the training of their staff.

This diversity may be seen as a welcome variety providing choice and flexibility; or as fragmentation and divisiveness which is not beneficial for the child, his family or those working in the under-fives field. The kind of training that can be providediis inescapably limited by its dependence on a complex bureaucralic set-up and fragmented services. If any changes in trainingifor work with under fives are to be contemplated the complexity of the organisational structure needs to be taken into account.iPerhaps the problems of the structure itself can only be overcome by a structural solution, with improvements in training only minimally affecting this aspect of the under-fives situation.

There has been a shift of attitude in the matter of who is responsible for training. This resonsibility is now generally seen to lie with the employer, since training has necessarily to be closely aligned to the staffing needs of those who employ under-fives workers. And by far the biggest employers of such staff are Local Authority Social Services and Education Departments, since it is they who control provision of services for under fives both directly and also indirectly through control of grant aid to voluntary organisations. However, there can be problems for an employer when it means releasing staff for training as in the case of CSS students. Replacements have to be found for them, difficulties can arise from students having to switch roles between student and worker, there can be problems of supervision etc. Nevertheless, Local Authorities need to look very closely at the training they provide for the staff in their under-fives centres. It was noted that some voluntary bodies set up their own training schemes for staff, to meet the particular needs of their work.

To overcome bureaucratic and institutional problems there is a need to develop on-the-job courses for all staff and other groups working with under fives. The number of jobs available must be a consideration in opening up training opportunities, together with likely wastage; childminders, for example, tend to work only as long as their own children need company (though this period might be extended if the work were more financially rewarding).

Gaps in Current Training for Work with Under Fives

Despite the many trainings available, it was felt that certain gaps still

existed. For example, there is a shortage — possibly due to lack of funding — of post-professional training to extend and deepen knowledge in a particular field. There was generally considered to be a lack in existing training courses of any satisfactory preparation for multicultural work. Links between Adult Education and the early childhood field need to be explored: for example, Adult Education might be able to provide short courses in child development, family patterns and culture etc. which could be jointly sponsored by Social Services Departments, voluntary organisations and Adult Education. This could also help to bridge the gap between training for work with children and training for work with adults.

Emphasis on the child in a particular setting has led to an overlooking of the fact that parents and children both need to learn, and those who study the child also need to understand the adults in the family and their background. More training courses, therefore, should help students to support parents as well as to care for children. This element of training would include preparing students to work with families in their homes and also to work with others with responsibility for children, like minders. Although it was not always easy for students and young staff of 18 or so to gain acceptance by parents, ways of helping trainees to work with the adults of a family were being tried out. Discussion groups of students and parents had worked well at Gypsy Hill and some NNEB courses had counsellors who helped students to understand the varieties of parental approaches and to accept that children belong to parents first. However, as there are limits to what can be included in basic training courses, it may be that working with parents should more suitably become an accepted part of further training. At the same time there is need to be aware of the danger that such training might be seen as promoting the acquisition of expertise which could allow too much interference, leading to the destroying of parents' confidence. The aim should be to enable students to enhance parents' self-confidence.

It was noted that most of the students on the PPA courses were themselves parents and they drew on their own parental skills in preparing themselves to work with under fives in playgroups.

Those who devote time without payment to work with under fives, in whatever context, have responsibilities similar to those of staff and need training, but such volunteers very rarely get it. Their training is complicated by the range of tasks that they undertake. However, some voluntary agencies provide training for volunteers working in their own projects.

There was a strong feeling that many more courses of integrated study were needed if the barriers between those in different disciplines

— and also between those of different ethnic origins — who were all nevertheless working with under fives, were ever to be removed. There were various forms which such integrated training might take; the few isolated and experimental courses that there were, like the Roehampton Diploma Course in Early Childhood Studies, demonstrated some of these (see also Appendix I).

The Object and Content of Training

One of the stated aims in seeking a new approach to training for work with under fives had been to try to bring about the co-ordination and rationalisation of the various philosophies and procedures of actual day-to-day work with young children, inasmuch as this is inseparably linked with the various sorts of training. In was generally agreed that changes were needed. But in view of the apparent fragmentation of all aspects of the under-fives field it seems that changes in structure rather than in training are the prime need. The only other way by which change might come would be from the bottom up, and here training has a part to play: it can train people to persist with ideas, to swim against the tide, to be critical, to collect relevant information, to learn what others do. One of the aims of courses should be to help students to be able to plan the services of the future.

The various training courses have various primary aims. Some training is designed to prepare young people for parenthood: some consist of components in other courses such as the training for police or social work. Amongst the aims of the Church of England Children's Society are the training of staff to provide resources and support for others — especially parents and childminders. The NAMCW is concerned in its courses to cover the total needs of the child both in the family and in the community, and also to promote understanding of self and of personal relationships. Adaptability to cultural and organisational matters is an important feature of NAMCW courses.

Most courses, however, are planned to prepare people for one particular type of work with under fives: working in a day nursery, for example, or in a nursery school, or in an NSPCC therapeutic playgroup. It means specialisation which has clear merits in terms of developing a particular expertise; but it was also suggested that such specialisation can result in the limiting of staff development because it prevents their being able to switch to another type of work. At the same time areas of work are themselves inevitably restricted by the courses devised for them; new developments and extension of the work to meet new needs — for example, serving a wider age range or incorporating work with families — are inhibited by the specific nature of such courses. It is a fundamental issue whether to train a hybrid type of staff

capable of working in any situation or a more specialised individual who could work as part of a team in a centre or a consultancy.

It was noted that there are many people, for example social workers, who receive little or no training in the developmental needs of under fives although their work often involves them very closely with young children.

The learning objectives for the CSS are drawn up with students, thus giving responsibility for training to those who will be going forth to do the work. There have been experiments in various other types of training, such as those by the Open University, where the actual content of the course is decided on in collaboration with community groups and groups of potential students. Such a policy ought to ensure that students learn about the things they really want to know. If it were to be adopted as a valid approach it would need wider recognition and greater resources for its development. But it also raises interesting issues in connection with the place of training in the broad spectrum of client need/student need which would repay examination; has to be borne in mind that it may not be enough to give students only what they think they want.

The lack of shared basic objectives in training for work with under fives was keenly felt. Such objectives are needed so that all those in training know where they are going. A number of suggestions were put forward. Teachers' training, for example, needs, in addition to its present coverage, to equip teachers to run programmes outside schools and act as consultants in a network of playgroups, day-care centres, parents groups and adult education. Their sensitivity to changing needs in society needs to be enhanced through shared study and training with, for example, social workers.

It was generally agreed that certain skills, common to all types of work with under fives and their families, should be developed in all trainings. Self-perception was seen as an important element in all courses as a means of helping staff to understand what their own relations to children have and how relationships are affected by self images. Self assessment and development for staff, communication skills for work with parents and other agencies in the community, community work skills to build support for families and promote support networks — these are some features of training for work with under fives considered to be basic for all training. Training, in fact, should enable people to be resources for children and adults over the whole field.

It was considered important that training should concern itself with the child seen as a whole and that approaches which saw care of the young child and his education as two separate needs should be

avoided. The need to include multi-cultural study and understanding in training for work with under fives was touched on by many speakers; these were considered to be very inadequately covered in training at present.

Study of the adults who form the background of a child's life is included in some training courses, and there was a general feeling that preparation for work with parents, other family members and other workers who might be involved with a child and his family, should form part of all training for work with young children. It was recognised that lack of access to families and therefore of experiential learning situations was a problem here.

Flexibility and the Need for Change

Many of the points made and issues raised during the course of the seminars indicated, even if they did not always spell out, the need for changes in the training of people for work with under fives.

Change in child care practice could come from the bottom upwards, and practice and changes in practice could influence the development of training even if they cannot greatly affect the structure of services.

The growing need for a more flexible use of existing facilities and a fuller use of other organisations needs to be taken into account by training programmes. Many voluntary bodies already show themselves able to adapt their training schemes as new needs of children and their families arise. For example, both the National Childbirth Trust and the Church of England Children's Society have adapted the courses they run to cover a wider age range of children, and similarly the Church of England Children's Society has switched the emphasis in its training away from the skills needed for residential and institutional care to those of fostering and to helping its staff to adjust to the demands of this new work.

There is risk that the idealism of the young and newly qualified, such as an 18 year old NNEB, can lead to inflexible attitudes. Flexible ways of doing things should be taught, not any one so-called 'right way'.

In considering changes thought needs to go into the organisational aspects of developing a new approach to training. It is not enough to assume that people will do something to implement vague inspirations about new concepts. There needs to be evaluation of the impact of new approaches on families using the services.

Integrated and Joint Training Schemes and Other New Approaches

The possibility of any kind of integration at any level depends on some kind of common conceptual framework. This would have to rest on integrated services or on services with common aims and objectives. While they are fragmented and serve different purposes, while students are at different levels of experience and education, and are seen by trainers variously as parents or workers or occasional carers, the possibility of integration of all the training systems seems remote. However, a degree of integration might be achieved and would be useful for:

a) in-service training to work for example with families, or with groups or with management;

b) post-professional work to enable those already trained to extend their understanding and the scope of their roles;

c) conversion courses to enable movement from one type of organisation to another to take place.

In all training there needs to be a seeking out of points of agreement in the existing services and facilities and the keeping constantly in mind of current and changing social needs. Integrated study is a challenge which is usually considered too late, but it is encouraging that there are some examples of joint training. Such experimental multi-professional courses existing so far are part-time; tutoring arrangements have to be particularly carefully made. They share with CSS courses the difficulty for students of moving in and out of the students' role; but against this is the benefit of study with a group of students representing mixed experiences and backgrounds. These courses tend to concentrate on highlighting common issues arising from work experience rather than from common initial academic knowledge.

It was recognised that continuing exchange of views and information was a vital pre-requisite for co-ordination, but 'co-ordination' just for the sake of it, between organisations and Government Departments, could be self-justifying and achieve little. Solutions lay more in developing relationships on personal levels and in specific undertakings like case conferences (though frequently social workers were the only ones to attend) or training programmes focusing on topics of common interest. Joint training programmes and voluntary training schemes which could be used by statutory workers were welcomed. Examples of training programmes prepared in partnership — NSPCC with PPA, PPA with Local Authorities, CSS courses validated by CCETSW, a statutory body, were noted. Preliminary joint training courses might include, for example, half-day work or study sessions

with other professionals' courses, and placements in other services — teachers, say, in Social Services — to overcome 'them' and 'us' barriers. The potential for joint study in certain root courses like human development was noted. There was, however, a comment that social workers' preoccupation with confidentiality precluded colleagues and teachers from acquiring the degree of knowledge and understanding of another profession that was one of the main objects of interdisciplinary study.

The possibility of a common core of training for all workers with under fives was much discussed. Useful subjects would be personal relationships, family dynamics, child development, needs of children under three, working with communities, health care and ethnic minority groups. The content of such courses would also need to be examined in relation to work needs. Whatever was included in a generalised initial training, such a training would be followed by very specific and specialised courses to meet the requirements of particular work settings or groups of children in the work setting. But it was considered that there was a case for some integrated study at an early stage in professional and para-professional education which should be available to workers from all disciplines and also to non-professionals and parents.

New types of course, such as the one at Bristol (see Appendix I) which combine practice, academic work, and tutorial support for innovation at the place of work, should be encouraged and used by all sectors; while on-the-job training for the total staff complement at a centre such as has been developed by the Church of England Children's Society, was seen to be of great value.

A new pattern of training might be tried such as a preliminary course for 16-18 year olds interested in child care education, followed by employment, then in-service training, and finally post-qualifying training. Note was taken of the Dublin course leading to a Certificate in Pre-school Care, (see Appendix I) which is run under the auspices jointly of the Vocational Education Committee, the Eastern Health Board, the Industrial Training Authority, OMEP and the practical training centres. It is a foundation course on which can be based work in day centres, day nurseries and social services; work with the handicapped and specialised professional training can follow.

Validation of new courses may be a problem and it would be valuable to explore the possibilities of joint validation between the various responsible bodies and to find mechanisms and some basic assumptions to make this administratively possible. The Toyne Committee had looked at the possibilities for credit transfer within the field of technical education. The Reports of the NNEB Panel of

Inquiry and the London Nursery Campaign both suggest that the Technician Education Council might be the appropriate national body to approach with a view to its undertaking recognition of awards as professional qualifications for under fives workers.

The concept of registration in the case of childminders for example, might be enlarged to include assessment of competence, but this would raise certain problems, among them that of how competence could be measured. However it is achieved there is great need for all workers with under fives to understand each other's work.

Finance

More needs to be known about methods of funding training for work with under fives. Certainly there is need for more money to be set aside to fund professional training courses for intensive work with families, and for in-service training programmes. At present it seems as if it is increasingly becoming the responsibility of prospective students to finance their own training. Meanwhile they are in an inequitable position; those under 18 are not eligible for grants even for practical courses. Cuts in small travel grants and in Further Education and Adult Education are already putting severe restrictions on the numbers of students able to take courses; and the numbers and quality of students might be adversely affected eventually on a national scale.

The cost-effectiveness of training was an important issue, especially when the high turnover of workers was considered; it was something to be taken into account when assessing new types of training. The financial as well as other aspects of existing and proposed courses need careful monitoring.

The CSS is a particularly expensive qualification for employers since students are relased on salaries and are supposed to be replaced by substitute staff at work. Yet the CSS is said to cost half the price of a CQSW secondment and is included in the NJC 'purple book' as a qualification for Local Government employees. These financial issues become more complex when students cross Local Authority boundaries. Voluntary bodies can apply direct to the DHSS for grant aid for employees released for CSS.

Most Local Authorities have training budgets, used mainly for professional and post-professional training. In view of financial cutbacks they are tending to limit their activities to their responsibilities in law. However, they can help voluntary organisations indirectly by, for example, making premises available; and they can contribute to training through their Adult Education and Community Education budgets and through use of their colleges; they can adapt the use of premises no longer needed in one sector to meet the needs in another.

It had to be acknowledged that the elaborate power structures and bureaucratic procedures governing relations between statutory and voluntary bodies in matters of funding for training are now very complex.

The complexity of the issues that arise and the lack of a single direction in training may be seen as a symptom and a reflection of the uncoordinated provision in both the statutory and the voluntary fields, and of the lack of agreed basic aims among all the interested national and local Government Departments. But perhaps the possibility of people pooling their knowledge and experience by means of catalysts such as the Open University and their gathering together to ask the kinds of questions that this VOLCUF conference posed, offer a sign of hope for the future.

Conclusions

The following conclusions have been drawn from the seminars by the VOLCUF Working party on Training.* They are listed here in the hope that they may provide a stimulus and initial guide to forward thinking and future action. It is worth noting that only some of the recommendations included require additional expenditure.

1. Objectives

Out of the great variation in aims and direction of present training courses there is need to identify an agreed set of objectives. Only if these have been thought out will it become possible to develop a coherent basis for training in the future.

2. Underlying Thinking

There is need of increased knowledge and understanding of the following if planning for future training for work with under fives is to be soundly based:

a) the precepts and philosophies underlying the many different kinds of provision for children under five and their families, both statutory and voluntary, and the nature of the contribution made by each type of service;

b) the effects of changes within these services and in wider society;

c) the expectations for children, and of and for families, employers and employees;

d) the financial aspects and their implications;

e) the way in which people learn what they practice (as against the actual practices that are learnt).

f) the need for under-fives components in the training of all whose work involves care of this age group — social workers, health visitors — as well as those for whom under fives are the prime concern;

g) the need to bring the concepts of 'care' and 'education' together since from the point of view of the child and his family these are not separated;

* Betty Osborn (National Campaign for Nursery Education — Chairman), Peg Belson (National Association for the Welfare of Children in Hospital), Doris Cowcher (VOLCUF), Elsa Dicks (VOLCUF) and Pam Gibbons (Invalid Children's Aid Association)

h) the recognition that change could come from the bottom upwards, and practice and changes in practice could influence the development of training even if they cannot alter the structure of services.

3. Initiatives to be Taken Now

While major thinking is required on the more fundemental issues, there are areas where action is clearly needed and where immediate steps could be taken:

a) expansion of training along the following lines:

   i) joint training schemes where several interested groups — employers, students, educational institutions, unions, professional associations, families — join together to plan and manage training schemes in partnership;*
   ii) local on-the-job courses for all staff working with under fives in a particular establishment which make full use of what is available in the community including the whole range of relevant courses. These can overcome some of the difficulties that follow from bureaucratic and institutional structures;
   iii) multi-professional courses;
   iv) post-professional training courses;
   v) experimental basic courses that might in time lead to a common foundation course for all workers with under fives;
   vi) conversion courses to enable staff to move from one type of work to another.

b) the identification of points of access and means of movement between different types of course, possibly but not necessarily using credits; though joint accreditation of courses is something Local Authorities and training agencies for all relevant disciplines should explore together;

* The recent NNEB report, *A Future for Nursery Nurses,* recommends that 'in establishing advanced training the opportunity should be taken to explore the scope for collaboration among the different professions engaged in caring for young children and their respective training bodies'. (11.28)

c) a rationalising of the validation of courses — Local Authorities and training agencies should meet to work on the possibilities of joint validation; or approaches should be made to a national body such as the Technician Education Council (TEC) to undertake recognition of qualifications for work with under fives.* This is a new idea and needs a great deal more exploration;

d) the setting up of local liaison or co-ordinating committees for training;

e) contibutions to, and use of, each other's courses amonst all bodies involved and especially across the boundaries between the statutory and voluntary sectors;

f) assessment and meeting of the training needs of voluntary workers;

g) devising ways of publicising information about existing training facilities. Courses should also be made more easily available and to a wider range of students by means of grants and support services such as day care for students' children;

h) ensuring that courses are accessible and relevant to members of minority cultures who wish to take up training.

4. Content of Courses

Amongst all the subjects and approaches that need to be covered in courses for workers with under fives, there are some that do not perhaps instantly come to mind, but which should not be lost sight of in shaping training courses:

a) coverage of child development and its implications for the whole age range 0-5;

b) student self-perception and self-development;

c) skills to carry out research, and to evaluate and make use of relevant reseach findings;

d) community work skills;

e) preparing students to be able to contribute to the planning of services in the future;

f) relevant law, and training in managerial skills;

g) enabling students to provide support for parents as well as care for children;

* The National Nursery Campaign Report *Integrated Training for Under-Fives Workers* recommends 'Liaison with an appropriate examination body to recognise awards as professional qualifications for under-fives workers (an example of such an examination body would be TEC....)' (7.3a)

h) fostering of understanding of and sensitivity to minority cultures.

Responsibility for Action

No one body takes responsibility for training. Often it seems that Government Departments feel it is the job of the Local Authorities — and Local Authorities feel that it belongs with Central Government. But it is our view that since training is inextricably linked to staff needs, it must therefore be the responsibility of employers; and the chief employers of staff for work with under fives are Local Authority Social Services and Education Departments. They must therefore acknowledge this responsibility, Local Authorities have already had a look at training*, and some have set up co-ordinating committees for under fives which concern themselves with training among other matters relating to this age group.

Social Services and Education Departments and the Associations of Training Officers in Social Services and of Inspectors and Educational Advisers, collectively and individually, need now to build on these initiatives. The AMA and ACC should be invited to review their findings on training and to formulate agreed aims and objectives for tutors and supervisors. Authorities should carefully assess their training needs; they could explore possibilities for mutual qualification and for post qualifying training, and increase their sponsoring or organising of opportunities for seconding staff for training.

Though changes in training alone cannot repair the damaging effects of the present fragmentation of services for under fives, positive and wherever possible co-ordinated action by Local Authorities over training issues could nevertheless lead to considerable advances.

* LAA Study *Under Fives* (1977)

APPENDIX I

Notes on some Courses not included in the Seminars

The following are brief notes on a selection of courses which, though they were not covered in the seminars, are of considerable interest. There are further examples of joint and multi-proportioned training schemes; of the training given to people like health staff who may not be concerned primarily with under fives but whose work involves them closely with this age range and with their families; and of courses in other ways relevant to under fives.

Advanced Certificate in Nursery Nursing

A pilot one-year full time course for qualified Nursery Nurses with 5 GCE 'O' levels and a minimum of three years' post-qualifying experience, started at Bradford College in 1976. A second course began in Ipswich in 1978, but the course at Bradford was suspended during that year. Students undertake advanced theoretical and practical work, and specialise in an area of their choice e.g. immigrant or handicapped children.

Certificate in Pre-School Care (Dublin)

A number of different bodies have co-operated in the setting up of the course leading to this Certificate. It was initiated by the Irish National Committee of OMEP in Dublin in 1977. The Vocational Educational Committee placed the course under the directorship of the college Head of Home Sciences Department, and it is a college certificate that is awarded to successful students; the Eastern Health Board sanctions the course, allows experienced pre-school staff to attend, and pays the Tutor's salary. AnCO (the Industrial Training Authority) awards grants so that unemployed school leavers and those wishing to retrain for new work may take the course. Practical training centres provide placements for learning on-the-job skills. Students are normally expected to have the Leaving Certificate or equivalent. The course lasts a year. Three days a week are spent in practical placements. The course covers early education, sociology of the family, development psychology, food and nutrition, moral education, communications, music, drama, play, arts and crafts.

Assessment at the end of the year is carried out by an external accredited Assessor. Successful students work in centres which care for children outside their own home, and it is hoped that, as awareness grows of what constitutes an acceptable quality of care, it will become accepted practice to employ trained personnel.

COPE Courses for Family Group and Play Leaders

COPE, previously the Family Groups Unit of the then London Voluntary Service Council, is now an independent charity. Its four professional members of staff are responsible for development, fieldwork, training and research.

The courses are set up for potential leaders of family groups and for play leaders, selected usually from local mothers. The objective is to enable them to set up family groups, a form of group work that is seen as task orientated, where skills — awareness, practical work — are tools and not an end. It is recommended that a course be run for one day a week for ten weeks, followed by monthly support meetings for twelve weeks, then termly meetings. There is continuous assessment by the tutor and a monitor, and final selection is by interview by these two plus a representative of the funding body and a member of COPE. The three main areas covered by a course are self-awareness and group dynamics; practical knowledge and skills; and family group management and administration.

There is increasing emphasis on working with adults and children and on the teamwork approach that is needed if the whole family is to benefit. The methods used are a balance between informative talks, discussion, practical demonstrations and personal fact-finding missions.

Day Care and Work with Families of Young Children, School of Applied Social Studies, University of Bristol,

This course was set up in the belief that changes in the use of traditional day care provision and the emergence of new forms of provision meant that the training available to day care staff no longer equipped them for the work they were asked to do. Neither did it prepare them for the close inter-professional co-operation that was needed.

It is a new course (started Autumn 1981) and is open to people with educational, social work and health qualifications, including NNEB. It is for senior staff in a wide range of different kinds of day care. The form and content of the course have evolved in consultation with employers and potential students. It is held part-time for one year, combining block periods of full time work at the University with part-time study and practice at the students' own place of work, where a project is undertaken.

Both traditional and experimental techniques are used to explore a wide range of relevant topics: child development, child abuse, ethnic and cultural minorities, parents, family patterns. The ultimate aim of the course is to give students the skills and perceptions to be able to enhance young children's development both directly and by enabling parents and caregivers to do so. A multi-professional course member-

ship is seen as important for achieving these educational aims.

Assessment of satisfactory completion of the course will be judged on written and practical work. The possibility of a University award is under discussion. Participants who are qualified social workers will be eligible for registration by CCETSW as having successfully undertaken an approved post-qualifying course.

Health Visitors' Certificate

The aims of a health visitor's work are the prevention of ill health and its early detection, recognition of need and mobilisation of appropriate resources where necessary, health teaching and provision of care which includes support during periods of stress and advice and guidance in cases of illness as well as the care and management of children. Trainees, men and women, are Registered Nurses with midwifery or approved obstetric experience. Requirements are 5 'O' levels or equivalent, and selection is by personal interview.

Most students take post-registration courses lasting 51 weeks, though there are also a few modified courses and a degree course. Courses are run at various colleges, polytechnics and universities throughout the country.

The theoretical part of the post-registration course covers the development of the individual, the individual in the group (sociology), the development of social policy, social aspects of health and disease, principles of health education and introduction to management. A three-month period of supervised practice is an integral part of the training.

Each college has its own method of assessment, usually a combination of continuous assessment anbd examination, with the case studies also taken into account. The Certificate is awarded by the Council for the Education and Training of Health Visitors.

Hospital Play Specialist Course, Department of Social and Community Studies, Southbank College, London,

This course is designed for people over 20 who already hold a teaching, NNEB or nursing qualification or who have had at least three years' experience of working with children. It prepares them for work in acute short-stay hospitals, specialising in play. The course runs for a year, with students attending the college for one day a week, with three one-week blocks and a further week in a practical placement. Students are selected by competitive interview and are expected to have reached a high degree of maturity.

The course consists of lectures, discussion groups and seminars/tutorials and includes child development, the value of play in a therapeutic setting and some basic knowledge of some medical/nursing routines and techniques. Practical work includes art, craft, music and

the making and adapting of play material for sick children. Visits are made to hospital wards and other relevant places. Students keep a course record and undertake a special study.

Examination is by continuous assessment with consideration of practical and academic achievements. Successful candidates are awarded a college certificate, and it is hoped that this will be merged into a national qualification.

Preliminary Certificate in Social Care

This is a certificate awarded by CCETSW normally after two years of full time study in a College of Further Education. Courses are open to students of 16—20; there are no formal entry requirements, though they are considered to be of 'O' level standard and some already have some 'O' levels. The Certificate is not a qualification but students are encouraged to use it as a basis from which to go on to further training.

CCETSW provides guidelines for the syllabus within which colleges submit proposals. Schemes of work have to be accepted by NAMCW. General education is combined with a vocational orientation to the personal social services, and the course covers a wide range of the work done by voluntary and statutory social service agencies — residential and day care for children, the elderly and the handicapped, and other caring work including nursing. There is continuous assessment in colleges and placements, and CCETSW also appoints external assessors.

APPENDIX II

Some Recent Publications Relevant to Training for work with Under Fives

Across the Barriers: Multiprofessional Study Groups: Developing Roles in Working with the Under Fives. Report of study groups held on 16th, 23rd February and 11th, 12th May 1981. Organising tutor: Malcolm Ford. *Published by* London Boroughs Training Committee (Social Services) 1981

Caring for Under Fives in a Multi-Racial Society Revised edition by Vivien Stern and Sue Wallis. *Published by* the Commission for Racial Equality.

Childminders — Training Matters! A Report of a one-day Conference held at the Ladywood Centre, Birmingham on Tuesday 10th March 1981. *Published by* the National Childminding Association

Children and Society: Issues for Pre-School Reforms. Centre for Educational Research and Innovation. *Published by the* Organisation of Economic Co-operation and Development 1981

Combined Nursery Centres Elsa Ferri, Dorothy Birchall, Virginia Gingell, Caroline Gipps. National Children's Bureau Series *Published by* The MacMillan Press Ltd

Educational Credit Transfer Feasibility Study. Director Peter Toyne. *Published by* DES

Fit for the Future: Report of the Committee on Child Health Service, Chairman S.D.M. Court. *Published by* HMSO 1976

A Future for Nursery Nursing: Report of the Panel of Inquiry appointed by the National Nursery Examination Board. *Published by* the National Nursery Examination Board 1981

Happy Families? A Discussion Paper on Families in Britain. *Published by* the Study Commission on the Family 1980

Integrated Training for Under-Fives Workers: Working Party Report *Published by* the London Nursery Campaign

Into the 80s Report *Published by* the National Association of Tutors in Education and Health 1979

Nurseries Now: A Fair Deal for Parents and Children. Martin Hughes, Barry Mayall, Peter Moss, Jane Perry, Pat Petrie, Gill Pinkerton. *Published by* Penguin Books 1980

West Indian Children in Our Schools: Interim Report of the Committee of Inquiry into the Education of Children from Ethnic Minority Groups. Chairman Anthony Rampton OBE *Published by* HMSO 1981

APPENDIX III

Attendance List: VOLCUF Seminars and Conference on Training for Work with Under Fives 1980—81

Organisations Represented

Advisory Council for Adult and Continuing Education
Association of County Councils
Association of Municipal Authorities
Association of Nursery Matrons
Barnardo's
Bedfordshire Education Department
Berkshire Marriage Guidance Council
Brighton Social Services Department
British Association for Early Childhood Education
Bromley College of Technology
Cambridge Education Authority
Cambridge Social Services Department
Camden Committee for Community Relations
Carlton Road Nursery Centre
Central Council for Education and Training in Social Work
Centre for Educational Disadvantage
Children's Committee
Church of England Children's Society
City of Manchester College of Higher Education
Colleges Nursery School, Cambridge
Council for the Education and Training of Health Visitors
Croydon College
Croydon Social Services Department
COPE Family Groups Unit
Department of Education and Science/Department of Health and Social Security Research Project 'Co-ordination of Services for Children Under Five'
Derbyshire County Council Social Services Department
Department of Health and Social Security
Enfield Social Services Department
East Sussex Social Services Department
Fenner Day Nursery, Harvey Housing Association
Grange Day Nursery
Gypsy Hill Centre, Kingston
Hackney Social Services Department
Hammersmith Social Services Department
Hampshire Council for Community Service
Hampshire Under Fives
Haringey Community Relations Council
Haringey Community Play Service
Harrow College of Higher Education

Harrow Social Services Department
Harvey Housing Association
Heathfield Nursery School
Home Start
Huntingdon Nursery School
Inner London Education Authority Inspectorate
Inner London Pre-school Playgroups Association
Institute of Child Development and Educational Psychology
Invalid Children's Aid Association
Islington Bus Company
Islington Social Services Department and Inner London Education Authority
London Borough Services Department/Inner London Education Authority
London Boroughs Training Committee
Mabel Fletcher Technical College
Marriage Guidance Council
MENCAP
Methodist Church Division of Education and Youth
Milton Keynes Development Corporation
Moorland Day Nursery, Milton Keynes
Mothers Union
Mudiad Ysgolion Meithun
NATFHE
National Association for Maternal and Child Welfare
National Association for Mentally Handicapped Children
National Association for the Welfare of Children in Hospital
National Association of Advisers for Under Fives
National Association of Hospital Playstaff
National Association of Nursery and Family Care
National Association of Nursery Nurse Tutors
National Association of Tutors in Education and Health
National Campaign for Nursery Education
National Childbirth Trust
National Child Care Campaign
National Childminding Association
National Children's Bureau
National Children's Centre, Huddersfield
National Council for Voluntary Organisations
National Foster Care Association
National Nursery Examination Board
National Playbus Association
National Society for the Prevention of Cruelty to Children
National Union of Teachers
North Wirral College of Technology
Nursery World
Nottingham Pre-school Playgroups Association
OMEP (World Organisation for Early Childhood Education)
Open University
POC, Liverpool
Peterborough Social Services Department
Portsmouth Under Fives
Pre-school Playgroups Association
Pre-school Playgroups Association (Wales)
Roehampton Institute

Royal National Institute for the Blind
Save the Children
Save the Children (Northern Ireland)
St. Thomas's Hospital, Children's Day Hospital
SCOPE for Parents and Children
Scottish Pre-school Playgroups Association
Society of Area Nurses
Study Commission on the Family
Southampton Social Services Department
Thomas Coram Foundation
Tile Hill College
Under Fives Group
University of Bath
University of Bristol
University of East Anglia
University of Kent
Voluntary Committee for Under Fives, Sunderland
Voluntary Organisations Liaison Council for Under Fives
Waltham Forest Social Services Department
Walton Family Centre
Wandsworth Community Relations Council
Wandsworth Social Services Department
Welcare, Southwark
West Kent College
Westminster Social Services Department

Individuals Attending

Gillian Corsellis
Elinor Goldschmied
Linda Gray
Miss R. James
Lady Plowden
Daphne Tams
Willem Van der Eyken

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